

High School, Vocal Music, Level 3, Quarter 1

Big Ideas/Key Concepts: Exploration of Musical Concepts

Enduring Understandings: Performers make musical decisions based on their understanding of musical concepts.

Essential Question: How do performers use musical concepts to develop musicianship?

| Standards | Student Friendly “I Can” Statements |
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| <p style="text-align: center;">PERFORM</p> <p>HS3.VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>HS3.VM.P1.B Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.</p> <p>HS3.VM.P1.C Demonstrate how understanding the style, genre, and context of varied repertoire of music informs prepared and/or improvised performances as well as performers’ technical skill to connect with the audience.</p> | <p style="text-align: center;">PERFORM</p> <p style="text-align: center;">All within UIL Level V</p> <p>I can use a rubric or checklist to select music to study based on the difficulty of the music and the ability of the performer(s).</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of the technical skill of the individual or the ensemble.</p> <p>I can examine how composition theoretical and structural aspects of music will impact my performance (for example appropriate breathing techniques for long passages)</p> <p>I can mark significant chordal or theoretical structures in my music that will impact my performance. (For example: suspensions appoggiaturas, key changes marked by accidentals, leading tones, unison/octave passages, etc.)</p> <p>I can demonstrate musicality in response to compositional devices in my music.</p> <p>I can apply appropriate technique to demonstrate various compositional devices to the appropriate genre or context of music.</p> |

HS3.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.

HS3.VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

HS3.VM.P2.C Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Diction, pronunciation, vowel formation and clarity of text

I can identify performance errors based on my understanding the theoretical aspects of music.

I can apply appropriate technique to emphasize theoretical structures in music. (For example: tapering the ends of phrases, etc.)

I can read, notate, and perform music with varied rhythm patterns in complex meters.

I can read, notate, and perform music extended range and nontraditional performance techniques.

I can sight-read notate advanced level pitches and rhythms within my vocal range in multi-part music.

I can sing with agility.

I can maintain a consistent tone across changes in my passaggio.

I can demonstrate technical accuracy in a wide range of genres and styles.

- Expressive elements including dynamics, phrasing, and stylistic characteristics

HS3.IM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

HS3.VM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

CREATE

HS3.VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.

HS3.VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS3.VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

RESPOND

HS3.VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

I can diagnose difficult technical passages and prescribe ways to rehearse.

I can develop and apply appropriate interpretative concepts in a variety of musical styles.

I can demonstrate an understanding of the technical demands and expressive qualities of music through performance (adapting to conductor cues, subtle dynamic changes, rubato, etc.).

CREATE

I can improvise rhythmic ideas that reflect the characteristics of music being studied.

I can select and draft rhythmic ideas for use in an arrangement that demonstrate understanding of characteristic of music studied.

I can describe how my improvisation can or cannot be used in an arrangement.

RESPOND

I can apply appropriate music terminology to identify and justify my reasons for selecting music based on my personal interests.

HS3.IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

CONNECT

HS3.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS3.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

I can justify reasons for selecting music based on student interest in music.

CONNECT

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when performing music.

I can compare and contrast the relationship between music and other arts in a given work.

High School, Vocal Music, Level 3, Quarter 2

Big Ideas/Key Concepts: Development and refinement of musical concepts and artistic techniques.

Enduring Understandings: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

| Standards | Student Friendly “I Can” Statements |
|---|---|
| <p style="text-align: center;">PERFORM</p> <p>HS3.VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>HS3.VM.P1.B Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.</p> <p>HS3.VM.P1.C Demonstrate how understanding the style, genre, and context of varied repertoire of music informs prepared and/or improvised performances as well as performers’ technical skill to connect with the audience.</p> <p>HS3.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> | <p style="text-align: center;">PERFORM All within UIL Level V</p> <p>I can analyze the expressive elements in a piece of music.</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of the expressive challenges in the music.</p> <p>I can evaluate how effectively a performance realize a composer’s composition, theoretical based on theoretical and structural aspects of the music.</p> <p>I can mark in my music tuning challenges in various intervals and chords based on knowledge of tuning tendencies within specific chords.</p> <p>I can identify performance errors based on my understanding of the theoretical aspects of music.</p> <p>I can sight-read music using characteristic tone, technical considerations, and appropriate expressive devices as an individual.</p> |

HS3.VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

HS3.VM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

HS3.VM.P3.B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

I can employ characteristic tone alone or with an ensemble appropriate to the literature being studied.

I can perform with the technical demands and expressive qualities of music from various cultures, styles, and genres.

I can explain how stage presence can impact audience response to a performance.

I can demonstrate appropriate stage presence.

I can use a variety of performance techniques to connect with an audience.

I can respond to audience reactions to my performance. (For example: maintaining complete stillness to maintain a sense of wonder at the end of a piece of music.)

I can show appreciation to the audience for their response.

CREATE

HS3.VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.

HS3.VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS3.VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

CONNECT

HS3.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS3.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

CREATE

I can use composed rhythmic ideas that reflect the characteristics of music studied.

I can develop rhythmic ideas for use in an arrangement.

I can document compositions through notation and/or recording

CONNECT

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when responding to music.

I can identify and discuss the cultural significance of genres of music related to a given work.

High School, Vocal Music, Level 3, Quarter 3

Big Ideas/Key Concepts: Exploration of Musical Concepts

Enduring Understandings: Performers make musical decisions based on their understanding of musical concepts.

Essential Question: How do performers use musical concepts to develop musicianship?

| Standards | Standards Student Friendly “I Can” Statements |
|---|--|
| <p style="text-align: center;">PERFORM</p> <p>HS3.VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>HS3.VM.P1.C Demonstrate how understanding the style, genre, and context of varied repertoire of music informs prepared and/or improvised performances as well as performers’ technical skill to connect with the audience.</p> <p>HS3.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p>HS3.VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p> | <p style="text-align: center;">PERFORM All within UIL Level V/VI</p> <p>I can describe the harmonic structure of a piece of music.</p> <p>I can analyze the form of a piece of music.</p> <p>I can demonstrate musicality in response to the structure and context in my music.</p> <p>I can demonstrate technical facility when executing complex meters in advanced literature.</p> <p>I can sight-read a piece of music using characteristic tone, technical considerations and appropriate expressive devices as a member of an ensemble.</p> <p>I can diagnose difficult technical passages and prescribe ways to rehearse.</p> <p>I can develop and apply appropriate interpretative concepts in a variety of musical styles.</p> |

HS3.VM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

CREATE

HS3.VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.

HS3.VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS3.VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

HS3.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally developed criteria.

HS3.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

RESPOND

HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

I can apply articulations, dynamic contrasts, phrasing, various tempi and tempo changes as a means of expression in multiple styles and genres.

CREATE

I can improvise melodic ideas that reflect the characteristics of music studied.

I can select and develop melodic ideas for use in an arrangement.

I can document improvised melodic ideas through notation and/or recording.

I can develop criteria to evaluate and refine improvisations.

I can present a finalized composition as an ensemble.

RESPOND

I can interpret the artistic intent and aesthetic qualities of musical works, referring to the elements of music and the setting of the text, using varied research sources.

CONNECT

HS3.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS3.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life

CONNECT

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when responding to music.

I can compare and contrast the characteristics of different choral works from different countries and cultures.

High School, Vocal Music, Level 3, Quarter 4

Big Ideas/Key Concepts: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Enduring Understandings: Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

| Standards | Standards Student Friendly “I Can” Statements |
|--|--|
| <p style="text-align: center;">PERFORM</p> <p>HS3.VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>HS3.VM.P1.B Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.</p> <p>HS3.VM.P1.C Demonstrate how understanding the style, genre, and context of varied repertoire of music informs prepared and/or improvised performances as well as performers’ technical skill to connect with the audience.</p> <p>HS3.VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p> <p>HS3.VM.P3.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied</p> | <p style="text-align: center;">PERFORM All within UIL Level V/VI</p> <p>I can compare and contrast various genres of music.</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of the purpose and context of the performance.</p> <p>I can evaluate the effectiveness of the structure and context of music on a performance.</p> <p>I can reflect on how an audience responded to a performance.</p> <p>I can compare and contrast how the context and purpose of various repertoire impacts an audience’s response.</p> <p>I can develop and apply appropriate interpretative concepts in a variety of musical styles.</p> <p>I can apply evaluative feedback to refine a performance.</p> <p>I can demonstrate technical and expressive mastery of repertoire from wide variety of cultures and styles.</p> |

repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

CREATE

HS3.VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

HS3.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally developed criteria.

HS3.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

RESPOND

HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

CONNECT

HS3.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS3.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

I can demonstrate an understanding of the technical demands and expressive qualities of music through performance.

CREATE

I can notate and/or record my composition and/or improvisation.

I can apply criteria to refine improvisations and/or compositions.

I can present a finalized improvisation and/or composition as an ensemble.

RESPOND

I can interpret the artistic intent and aesthetic qualities of musical works, referring to the elements of music and the setting of the text, using varied research sources.

CONNECT

I can identify and discuss the effect of music on history referencing music of different cultures and times.

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating music.